ISSA 6309 – Intelligence Support to Policymaking

Course Description/Overview

This course examines the principal roles of intelligence in a post 9/11 environment and in national policy formulation, in the provision of strategic and tactical warning, in providing support for military operations, and in covert action. The focus is on problems inherent in conducting intelligence in a democracy and on the ethical considerations associated with providing high quality intelligence analysis. The course examines national security policy formulation, the factors that influence and constrain policy choices, and the role of intelligence in this process. The changing nature of intelligence vis-à-vis policy formulation, with illustrations from the global war on terror and the Iraq war, serve as examples of the relationship between intelligence and policy. Students will analyze and evaluate the future political, cultural, and institutional challenges facing the National Intelligence Community as it supports national security policy.

This course is similar to, but distinct from, ISSA 6300, which focuses to some degree on the role of intelligence in a democracy and does address the post-911 IC effort. However, ISSA 6309 is intended to take this to the next level of detail through case studies and other pedagogical means.

This course is heavily focused on current (and recent) events. As such, students are expected to remain up-to-date on current national security issues affecting the U.S. government and be prepared to address how both analysts and policymakers are reacting to them. As a current events class, much of the literature will have a partisan bent. Not necessarily Democrat or Republican, but many (all?) of the authors will have a specific point to make in an effort to affect current policy deliberations and/or get their own side of the story on the historical record. In more historical classes, discussions of topics such as Pearl Harbor or the Vietnam War generally follow a standard narrative that is widely accepted and, more importantly, the discussions lack the personal emotions and experience that can color one's judgments on the issues. With this class, we will be focusing on events since 2001 and thus covering topics that we all remember and experienced personally. As such, it is tempting to let emotion cloud our analysis (as often happens with some of the readings), but I encourage each of you to try to take the "long view" and look at recent events through historical experience to put them in the proper context. Take each of the assigned readings with a grain of salt, particularly if the given author is out to prove he was right and everyone else was wrong—the truth is always somewhere in between. Similarly, do your best to take the analytic view in our discussions rather than the emotional one. We are not here to debate policy, but to discuss how policy and analysis interact in an effort to improve both of them.
**Required Texts:**


**Grading Policies**

This course employs writing assignments and weekly discussions to measure student learning.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Discussion Thread participation</td>
<td>30%</td>
<td>Weekly, except for weeks 4 (midterm) and 8 (final). Initial posts are due by Friday 11:59PM (CST) and all discussions completed by 11:59 PM (CST) Sundays.</td>
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<tr>
<td>First Essay (Midterm)</td>
<td>35%</td>
<td>8-10 page essay. Due Sunday at the end of lesson 4 by midnight Central Time.</td>
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<tr>
<td>Final Essay (Final)</td>
<td>35%</td>
<td>8-10 page essay. Due Thursday at the end of lesson 8 before midnight Central Time.</td>
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Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 59% and below.

**Rubrics**

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you
complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

Discussion Rubric
Writing Assignment Rubric

Grades will be based on your ability to organize the material, integrate relevant concepts and theories, cite your sources, and present them in essay form in discussion threads as well as midterm and final assignments. You are expected to apply your own observations as necessary when demonstrating grasp of material.

Student Essay Papers: Each student will write two essays.

The midterm will be 8-10 pages and will be due at the conclusion of lesson 4. Students will be required to critical examen an instance of analyst-policymaker interaction of a particular currently or recently facing the US Government, pre-9/11. All topics will need to be approved in advance. All topics should draw from the period between after WWII but before 9/11. The specific details for this requirement as listed with it, in the Lesson 4 section.

The final will be an 8-10 page paper and will be due before midnight of Thursday of Week 8. Students will be required to critical examen an instance of analyst-policymaker interaction of a particular issue from recent American history, post-9/11. All topics will need to be approved in advance. The specific details for this requirement as listed with it, in the Lesson 8 section.

You must contact your professor before the assignment is due if you believe it will be late. Failure to do so will result in a zero for the assignment.

Announcements:

Anticipate an announcement every week, at the beginning of the week, posted here in Blackboard and disseminated through student school email accounts. It will contain refinements to this syllabus and additional guidance to weekly readings, assignments, and the course. You are required to read course announcements, as they will contain updates to and refinements for this course.

These are also where I will announce the discussion question for the week. While there may be 4 to 6 discussion questions listed per week in the discussion area, I will include in the weekly announcement the details regarding which one we as a class will be addressing that week. In mastering the material, a student should feel comfortable addressing any and all of these 4 to 6 questions, but as a class, we will focus in on and discuss just one, and do it in depth together.

Course Objectives

Objectives: As a result of completing this course, the student will be able to:
1. Analyze the challenges of establishing effective intelligence analyst/policymaker interactions.
2. Discuss how policymakers utilize intelligence assessments to pursue their policy and political goals.
3. Assess how analysts are involved in the policy process regardless of their efforts to remain separate and objective.
4. Assess analyst-policymaker interaction before the September 11th attacks regarding the terrorist threat to the U.S. homeland.
5. Describe the role of strategic warning in addressing threats to national security.
6. Discuss the roles of analysts in preparing strategic warning and of policymakers in responding to it.
7. Discuss the key challenges in analyst-policymaker interaction leading up to the invasion of Iraq.
8. Assess how the failure to find WMD in Iraq is affecting both intelligence assessments and policy options regarding WMD programs in other countries.
9. Describe how and why the Global War on Terrorism has shifted its emphasis from capture to kill.
10. Assess the challenges of providing intelligence assessments in ongoing situations where policy is ill-defined, changing, or both.

Course Organization/Course Bibliography and Required Readings:

Part I: Understanding the Analyst/Policymaker Dynamic

Lesson 1: Analyst-Policymaker Interactions: Theory

Learning Outcomes:

1. Analyze the challenges of establishing effective intelligence analyst/policymaker interactions.
2. Describe the issue of politicization and how it affects the analyst/policymaker relationship.
3. Assess the role of analytic tradecraft in attempting to address the politicization challenge.
4. Discuss the responsibilities that intelligence analysts have to policymakers as well as the responsibilities policymakers have to intelligence analysts.

Required Readings:


6. Paul R. Pillar, *Intelligence and U.S. Foreign Policy*, Chapter 1


Recommended Readings:


Lesson 2: Analyst-Policymaker Interactions: Practice

Learning Outcomes:

1. Discuss how policymakers utilize intelligence assessments to pursue their policy and political goals.

2. Assess how analysts are involved in the policy process regardless of their efforts to remain separate and objective.
3. Analyze the interaction between policy and analysis in key national security events during the Cold War.
4. Demonstrate the unique role of covert action in straddling the analyst/policymaker divide.

Required Readings:

8. Bob Drogin, *Curveball*, Section 1 (Munich)

Recommended Readings:

Part II: Homeland Attacks and Strategic Warning

Lesson 3: The September 11th Attacks and Intelligence Reform

Learning Outcomes:

1. Assess analyst-policymaker interaction before the September 11th attacks regarding the terrorist threat to the U.S. homeland.
2. Discuss the impact of the September 11th attacks on efforts to reform the Intelligence Community.
3. Assess the effectiveness of intelligence reform and its impact on analyst-policymaker relations.
4. Analyze the role of the Director of National Intelligence in bridging the gap between analysts and policymakers.

Required Readings:

3. Paul R. Pillar, Intelligence and U.S. Foreign Policy, Chapters 7 thru 13
8. Bob Drogin, Curveball, Section 2 (Washington)

Recommended Readings:

2. Glen Hastedt, “Foreign Policy by Commission: Reforming the Intelligence Community,” Intelligence and National Security, Volume 22, Number 4, August 2007.
8. George Tenet (with Bill Harlow), At the Center of the Storm: My Years at the CIA (New York: HarperCollins, 2007), Chapters 7 thru 14

Lesson 4: Analytic Support to Strategic Warning

Learning Outcomes:

1. Describe the role of strategic warning in addressing threats to national security.
2. Discuss the roles of analysts in preparing strategic warning and of policymakers in responding to it.
3. Describe the differences between tactical warning and strategic warning.
4. Analyze the challenges of strategic warning related to the prevention and/or mitigation of attacks on the U.S. Homeland.
5. Assess the inherent risks in offering strategic warning to policymakers either “too often” or “too late.”

Required Readings:

4. Bob Drogin, Curveball, Section 3 (Baghdad)

Recommended Readings:


Part III: Intelligence Support to Nonproliferation and Counterproliferation

Lesson 5: Iraq, WMD, and Politicization

Learning Outcomes:

1. Discuss the key challenges in analyst-policymaker interaction leading up to the invasion of Iraq.
2. Assess the degree of politicization in the decision to invade.
3. Analyze the areas where analytic tradecraft succeeded and failed.
4. Assess the actions taken by both policymakers and senior intelligence officials to determine whether or not they lived up to the ideal of analyst-policymaker interaction.

Required Readings:
3. Paul R. Pillar, *Intelligence and U.S. Foreign Policy*, Chapters 2 thru 4
5. Christopher A. Ford, “Relations Between Intelligence Analysts and Policymakers: Lessons of Iraq,” *Hudson Institute*

Recommended Readings:

5. George Tenet (with Bill Harlow), *At the Center of the Storm: My Years at the CIA* (New York: HarperCollins, 2007), Chapters 16 thru 25

Lesson 6: Analytic Support to Nonproliferation and Counterproliferation in the “Hard Cases”: Iran, North Korea, and Syria

Learning Outcomes:

1. Assess how the failure to find WMD in Iraq is affecting both intelligence assessments and policy options regarding WMD programs in other countries.
2. Describe how publicly-released intelligence assessments are impacting public debate about U.S. policies regarding WMD.


4. Analyze the intelligence/policy nexus regarding WMD programs in countries of current concern to the U.S. government.

Required Readings:


Recommended Reading:


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**Part IV: Analytic Support to Current Challenges**

**Lesson 7: Analytic Support to Warfighting: The Impact of Drone Warfare**

**Learning Outcomes:**

1. Describe how and why the Global War on Terrorism has shifted its emphasis from capture to kill.
2. Assess the effectiveness of drone strikes as a counterterrorist tool.
3. Analyze how analysts and policymakers interact in the process of identifying, finding, and attacking terrorist targets.

**Required Readings:**


Recommended Readings:


Lesson 8: Analytic-Policymaker Interactions and the Syrian Civil War
Learning Outcomes:

1. Discuss how policy goals and policy options drive the intelligence process in an ongoing conflict.
2. Analyze how unwelcome intelligence assessments can complicate policy decisions.
3. Assess the challenges of providing intelligence assessments in ongoing situations where policy is ill-defined, changing, or both.

Required Readings:


Recommended Reading:

Course Textbooks/Daily Reviews

Required Texts:


Online Intel Resources

1. The two leading intelligence journals are Intelligence and National Security and the International Journal of Intelligence and Counterintelligence.
2. The CIA's Center for the Study of Intelligence publishes unclassified articles reports including the always interesting Studies in Intelligence (https://www.cia.gov/library/center-for-the-study-of-intelligence/).
3. The National Security Archive at George Washington University publishes excellent historical material on intelligence topics (http://www.gwu.edu/~nsarchiv/).

Periodicals

5. Foreign Policy: http://www.foreignpolicy.com/

Think Tanks

5. International Institute for Strategic Studies: http://www.iiss.org/
Communication

Office Hours

These are listed in the Instructor section in the menu, above. That section also includes the various ways to contact me.

Contacting the Instructor

All of my contact information is within the course. Email is the preferred method of contact so that we both have a record of any conversations. I will make every effort to respond to your email within 24 hours and I ask you to do the same. If you do not have time to email or you have already set up a time to talk, feel free to call my cell phone. You can also text my cell phone if you have a quick question, but please email for longer discussions. If you want a face-to-face discussion we can talk over Skype.

Regardless of the method of contact, please identify yourself with first name, last name, and class before launching into any questions. I have a lot of students and former students from multiple classes, so calling me and saying “This is Bob from class” will not help me be able to answer your questions.

University Policies

Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability
The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.